

**LESSON**  
**1•1****Welcome to *Fourth Grade Everyday Mathematics*<sup>®</sup>**

Much of your work in Kindergarten through third grade was basic training in mathematics and its uses. You learned to solve number stories and use arithmetic, including basic addition and multiplication facts.

*Fourth Grade Everyday Mathematics* builds on this basic training and begins to make the transition to mathematics concepts and ways of using mathematics that are more like what your parents and older siblings may have learned in high school. The authors believe that fourth graders can do more than was thought possible in years past.

Here are some things you will be asked to do in *Fourth Grade Everyday Mathematics*:

- ◆ Increase your “number sense,” “measure sense,” and estimation skills.
- ◆ Extend your skills in the basics of arithmetic—addition, subtraction, multiplication, and division. There is not much more to learn about the arithmetic of whole numbers, but over the next couple of years, you will become comfortable using fractions, percents, and decimals.
- ◆ Learn about variables (letters that stand for numbers) and other introductory topics in algebra.
- ◆ Develop your geometry concepts and skills with more exact definitions and classification of geometric figures, constructions and transformations of figures, and investigation of areas and volumes of shapes.
- ◆ Take a World Tour. Along the way, you will consider many kinds of data about various countries and learn how to use coordinate systems to locate places on world globes and maps.
- ◆ Do many projects involving numerical data.

In fourth grade, you will be asked to do more independent reading and investigation (often working with partners or in groups) rather than being told everything by your teacher.

We hope that you find the activities fun and that you see the beauty in mathematics. Most importantly, we hope you become better and better at using mathematics to solve interesting problems in your life.

## LESSON

## 1.1

**Using Your *Student Reference Book***

Use your *Student Reference Book* to complete the following:

1. Look up the word **mode** in the Glossary.

a. Copy the definition. \_\_\_\_\_

\_\_\_\_\_

b. On which page in the *Student Reference Book* could you find more information about the mode of a set of data? page \_\_\_\_\_

2. Find the essay “Comparing Numbers and Amounts.”

a. Describe what you did to find the essay.

\_\_\_\_\_

\_\_\_\_\_

b. Read the essay and solve the Check Your Understanding problems.

Problem 1: \_\_\_\_\_

Problem 2: \_\_\_\_\_

Problem 3: \_\_\_\_\_

Problem 4: \_\_\_\_\_

c. Check your answers using the Answer Key.

3. Look up the rules for the game *Name That Number*.

a. On which page did you find the rules? page \_\_\_\_\_

b. How many players are needed for the game? \_\_\_\_\_ players

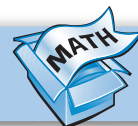
4. Go to the World Tour section. Record two interesting facts you find there.

a. Fact 1: \_\_\_\_\_

I found this information on page \_\_\_\_\_.

b. Fact 2: \_\_\_\_\_

I found this information on page \_\_\_\_\_.


**LESSON**  
**1•1**

# Math Boxes

1. Add mentally.

a.  $1 + 7 =$  \_\_\_\_\_

b.  $4 + 0 =$  \_\_\_\_\_

c.  $5 + 5 =$  \_\_\_\_\_

d.  $2 + 9 =$  \_\_\_\_\_

e.  $8 + 5 =$  \_\_\_\_\_

f.  $7 + 9 =$  \_\_\_\_\_

2. Fill in the missing numbers and state the rule.

a. 2, 4, 6, 8, \_\_\_\_\_, \_\_\_\_\_

Rule: +2

b. 65, 60, 55, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

c. 109, 95, 81, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_



3. Complete.

21 in. = \_\_\_\_\_ ft \_\_\_\_\_ in.

Circle the best answer.

**A.** 1 ft 1 in.

**B.** 1 ft 10 in.

**C.** 1 ft 9 in.

**D.** 1 ft 3 in.



4. Complete.

a. 2 quarters = \_\_\_\_\_ dimes

b. 1 dollar  
and 5 nickels = \_\_\_\_\_ quarters

c. 14 dimes = \_\_\_\_\_ pennies

d. 8 quarters = \_\_\_\_\_ dollars

e. 3 quarters  
and 9 nickels = \_\_\_\_\_ dimes

5. Add mentally or with a paper-and-pencil algorithm.

a.  $32 + 35 =$  \_\_\_\_\_

b.  $38 + 66 =$  \_\_\_\_\_




**LESSON**  
**1.2**

# Points, Line Segments, Lines, and Rays

Use a straightedge to draw the following:



1. a. Draw and label line segment  $RT$  ( $\overline{RT}$ ).

b. What is another name for  $\overline{RT}$ ? \_\_\_\_\_

2. a. Draw and label line  $BN$  ( $\overleftrightarrow{BN}$ ). Draw and label point  $T$  on it.

b. What are 2 other names for  $\overleftrightarrow{BN}$ ? \_\_\_\_\_

3. a. Draw and label ray  $SL$  ( $\overrightarrow{SL}$ ). Draw and label point  $R$  on it.

b. What is another name for  $\overrightarrow{SL}$ ? \_\_\_\_\_

4. a. Draw a line segment from each point to each of the other points.

$M$   
•

$N$   
•

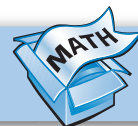
$O$   
•

$P$   
•

b. How many line segments did you draw? \_\_\_\_\_

c. Write a name for each line segment you drew.

\_\_\_\_\_


**LESSON**  
**1•2**

# Math Boxes

1. Subtract mentally.

a.  $6 - 3 = \underline{\hspace{2cm}}$

b.  $7 - 4 = \underline{\hspace{2cm}}$

c.  $14 - 7 = \underline{\hspace{2cm}}$

d.  $16 - 9 = \underline{\hspace{2cm}}$

e.  $\underline{\hspace{2cm}} = 9 - 4$

f.  $\underline{\hspace{2cm}} = 17 - 9$

2. Draw and label line  $QR$ .  
Draw point  $S$  on it.

What are two other names for line  $QR$ ?

\_\_\_\_\_

\_\_\_\_\_



3. Complete.

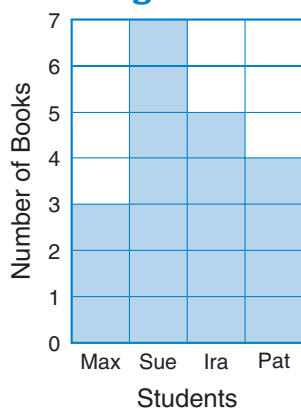
Max read \_\_\_\_\_  
books.

Sue read \_\_\_\_\_  
books.

Ira read \_\_\_\_\_  
books.

Pat read \_\_\_\_\_  
books.

**Reading Team Totals**



4. Cross out the names that do not belong in the name-collection box. Label the box with the correct number.

$25 - 13$

$20 - 7$

$6 \times 2$

$4 \times 3$

$40 - 23$

$7 \times 3$



5. Subtract mentally or with a paper-and-pencil algorithm.

a.  $86 - 21 = \underline{\hspace{2cm}}$

b.  $93 - 24 = \underline{\hspace{2cm}}$

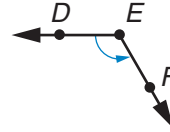
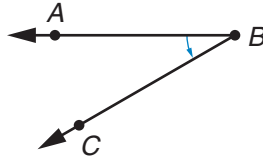



**LESSON**  
**1.3**

# Angles

1. Which angle is bigger,

$\angle ABC$  or  $\angle DEF$ ? \_\_\_\_\_



2. Draw  $\angle BAC$ . What is another name

for  $\angle BAC$ ? \_\_\_\_\_

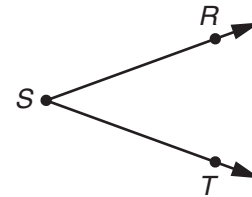
3. What is the vertex of  $\angle BAC$ ? Point \_\_\_\_\_

A •

B •

4. Feng said the name of this angle is  $\angle SRT$ . Is he right? Explain.

\_\_\_\_\_  
 \_\_\_\_\_



## Try This

Use the points shown on the grid below and a straightedge to draw the angles.

5. Draw  $\angle AED$ .

- a. What is the vertex of the angle?

Point \_\_\_\_\_

- b. What is another name for  $\angle AED$ ?

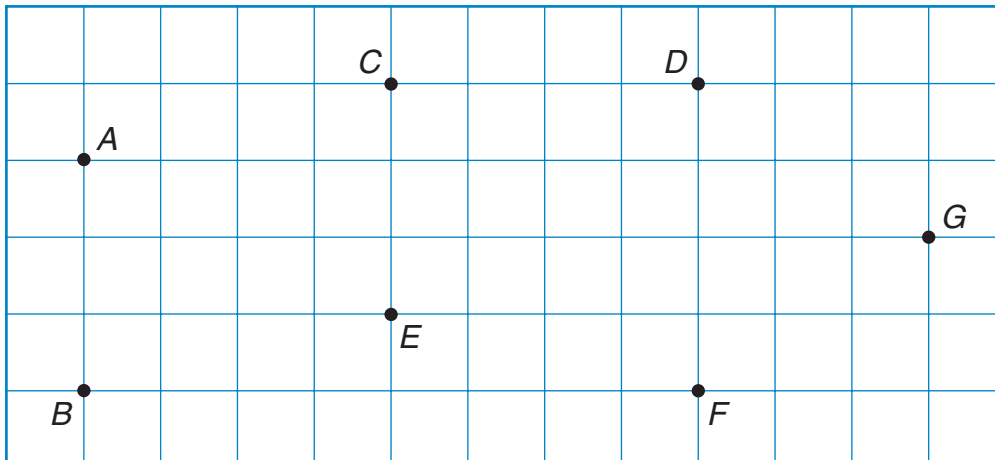
$\angle$  \_\_\_\_\_

6. Draw a right angle whose vertex is point C.

My angle is called  $\angle$  \_\_\_\_\_.

7. Draw an angle that is smaller than a right angle.

My angle is called  $\angle$  \_\_\_\_\_.





**LESSON**  
**1•3**
**Math Boxes**

**1.** Add mentally.

**a.**  $2 + 5 = \underline{\hspace{2cm}}$

**b.**  $3 + 3 = \underline{\hspace{2cm}}$

**c.**  $4 + 6 = \underline{\hspace{2cm}}$

**d.**  $\underline{\hspace{2cm}} = 6 + 7$

**e.**  $\underline{\hspace{2cm}} = 9 + 8$

**f.**  $\underline{\hspace{2cm}} = 4 + 7$

**2.** Fill in the missing numbers and state the rule.

**a.** 4, 8, 12, 16,  $\underline{\hspace{2cm}}$ ,  $\underline{\hspace{2cm}}$ ,  $\underline{\hspace{2cm}}$

 Rule:  $\underline{\hspace{2cm}}$ 

**b.** 33, 30, 27,  $\underline{\hspace{2cm}}$ ,  $\underline{\hspace{2cm}}$ ,  $\underline{\hspace{2cm}}$

 Rule:  $\underline{\hspace{2cm}}$ 

**c.**  $\underline{\hspace{2cm}}$ ,  $\underline{\hspace{2cm}}$ ,  $\underline{\hspace{2cm}}$ , 106, 141, 176

 Rule:  $\underline{\hspace{2cm}}$ 

**3.** Complete.

**a.** 1 ft =  $\underline{\hspace{2cm}}$  in.

**b.** 24 in. =  $\underline{\hspace{2cm}}$  ft

**c.**  $\underline{\hspace{2cm}}$  yd = 36 in.

**d.** 30 in. =  $\underline{\hspace{2cm}}$  ft  $\underline{\hspace{2cm}}$  in.

**e.** 50 in. =  $\underline{\hspace{2cm}}$  yd  $\underline{\hspace{2cm}}$  ft  
 $\underline{\hspace{2cm}}$  in.


**4.** Complete.

**a.** 9 dimes =  $\underline{\hspace{2cm}}$  pennies

**b.** 30 dimes =  $\underline{\hspace{2cm}}$  dollars

**c.** 4 quarters =  $\underline{\hspace{2cm}}$  dimes

**d.** 2 dollars  
 and 10 nickels =  $\underline{\hspace{2cm}}$  quarters

**e.** 13 dollars =  $\underline{\hspace{2cm}}$  quarters

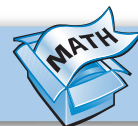
**5.** Add mentally or with a paper-and-pencil algorithm.

**a.**  $63 + 12 = \underline{\hspace{2cm}}$

**b.**  $56 + 97 = \underline{\hspace{2cm}}$







**LESSON**  
**1•4**

# Math Boxes

1. Subtract mentally.

a.  $10 - 4 = \underline{\hspace{2cm}}$

b.  $\underline{\hspace{2cm}} = 8 - 5$

c.  $7 - 4 = \underline{\hspace{2cm}}$

d.  $15 - 7 = \underline{\hspace{2cm}}$

e.  $13 - 8 = \underline{\hspace{2cm}}$

f.  $\underline{\hspace{2cm}} = 17 - 8$

2. Draw and label line  $AB$ .  
Draw point  $C$  on it.

What are two other names for line  $AB$ ?

\_\_\_\_\_

\_\_\_\_\_



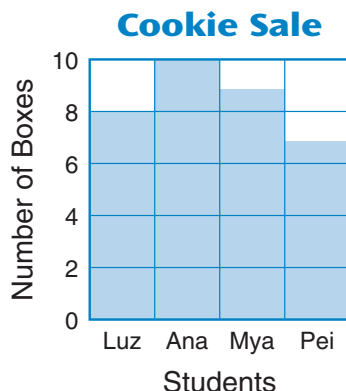
3. Complete.

Luz sold \_\_\_\_\_  
boxes.

Ana sold \_\_\_\_\_  
boxes.

Mya sold \_\_\_\_\_  
boxes.

Pei sold \_\_\_\_\_  
boxes.



4. Which of these can go in a name-collection box for the number 50? Circle the best answer.

**A.**  $10 + 35$

**B.**  $136 - 51$

**C.**  $200 \div 4$

**D.**  $4 \times 15$



5. Subtract mentally or with a paper-and-pencil algorithm.

a.  $76 - 41 = \underline{\hspace{2cm}}$

b.  $52 - 38 = \underline{\hspace{2cm}}$

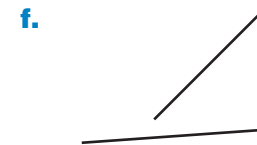
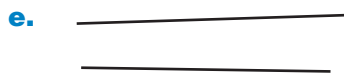
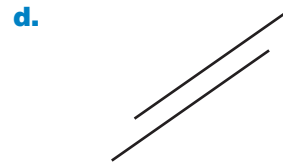
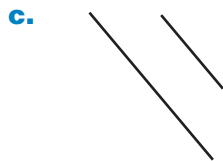
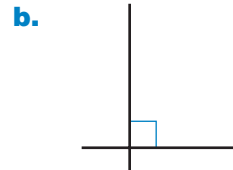
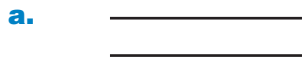



**LESSON**  
**1•4**

# Parallelograms

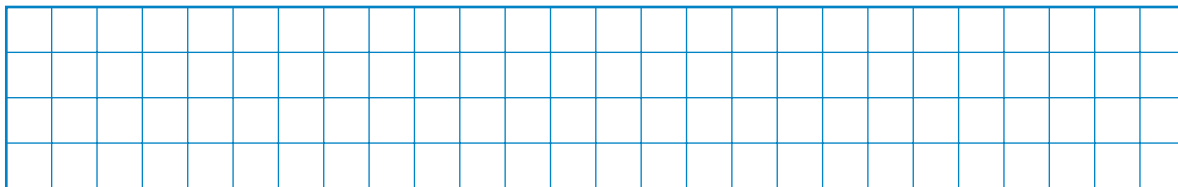


1. Circle the pairs of line segments below that are parallel. Check some of your answers by extending each pair of segments to see if the two segments in the pair meet or cross.



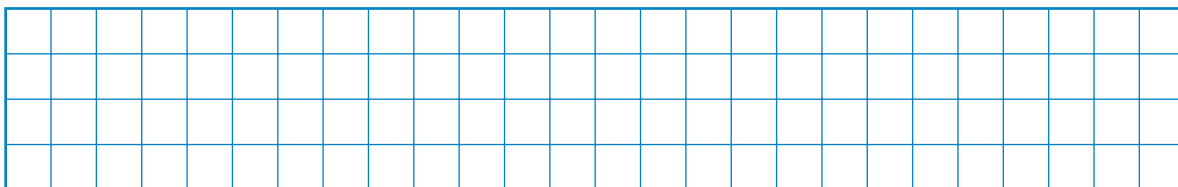
Use your Geometry Template or straightedge to draw the following quadrangles:

2. Draw a quadrangle that has 2 pairs of parallel sides.



This is called a \_\_\_\_\_.

3. Draw a quadrangle that has only 1 pair of parallel sides.



This is called a \_\_\_\_\_.

**LESSON**  
**1•4****Parallelograms** *continued*

For Problems 4 and 5, circle the best answer(s). Some items have more than 1 correct answer, so you may need to circle more than 1 answer.

4. A **parallelogram** is a quadrangle that has 2 pairs of parallel sides. Which are parallelograms?

**A.** squares  
**B.** rectangles  
**C.** rhombuses  
**D.** trapezoids

5. A **rhombus** is a parallelogram in which all sides are the same length. Which are always rhombuses?

**A.** squares  
**B.** rectangles  
**C.** trapezoids  
**D.** kites

**Try This**

A **rectangle** is a parallelogram that has all right angles. Which of the following are rectangles? Write *always*, *sometimes*, or *never* to complete each sentence. Explain your answers.

6. Squares are \_\_\_\_\_ rectangles. Explain. \_\_\_\_\_

\_\_\_\_\_

7. Rhombuses are \_\_\_\_\_ rectangles. Explain. \_\_\_\_\_

\_\_\_\_\_

8. Trapezoids are \_\_\_\_\_ rectangles. Explain. \_\_\_\_\_

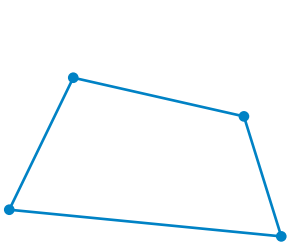
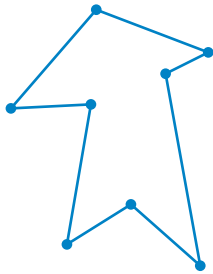
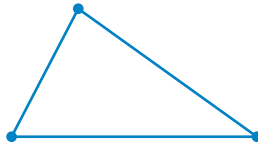
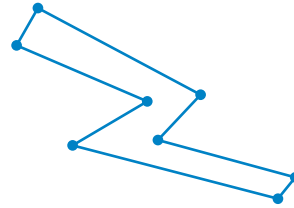
\_\_\_\_\_

9. A kite is \_\_\_\_\_ a parallelogram. Explain. \_\_\_\_\_

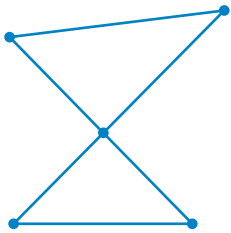
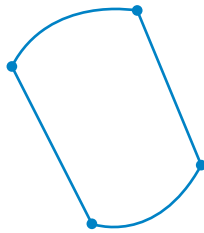
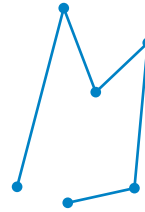
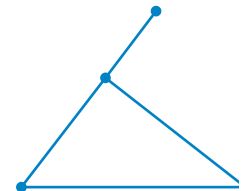
\_\_\_\_\_

**LESSON**  
**1.5****What Is a Polygon?**

These are polygons.

**1****2****3****4**

These are NOT polygons.

**5****6****7****8****9**

- 1.** If you had to explain what a polygon is, what would you say? (*Think:* What do Polygons 1–4 have in common? How are Shapes 5–9 different from Polygons 1–4?)

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- 2.** Choose one of the shapes from above. Explain why the shape is not a polygon.

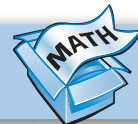
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**LESSON**  
**1•5**
**Math Boxes**


1. Subtract mentally.

a.  $7 - 0 =$  \_\_\_\_\_

b.  $10 - 7 =$  \_\_\_\_\_

c. \_\_\_\_\_  $= 9 - 4$

d. \_\_\_\_\_  $= 14 - 6$

e.  $13 - 7 =$  \_\_\_\_\_

f.  $16 - 9 =$  \_\_\_\_\_

2. Draw  $\angle MRT$ .



What is another name for  $\angle MRT$ ?

\_\_\_\_\_



3. Draw and label line segment  $AB$ .

What is another name for  $\overline{AB}$ ?

\_\_\_\_\_



4. Name as many rays as you can in the figure below.



Write their names.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5. Which polygons have 2 pairs of parallel sides? Circle the best answer.

**A.** square and trapezoid

**B.** rectangle and rhombus

**C.** triangle and parallelogram

**D.** pentagon and square



6. Put these numbers in order from least to greatest.

10,005                      51,000

5,100                        10,500

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

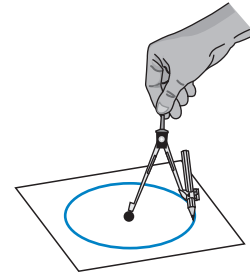
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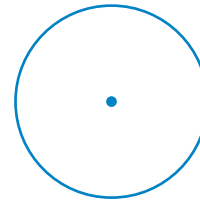
**LESSON**  
**1•6****An Inscribed Square**

Follow the directions below to make a square that you will tape on the next page.

**Step 1** Use your compass to draw a circle on a sheet of colored paper. The circle should be small enough to fit on the next page. Cut out the circle.



**Step 2** With your pencil, make a dot in the center of the circle, where the hole is, on both the front and the back.



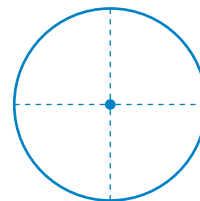
**Step 3** Fold the circle in half. Make sure that the edges match and that the fold line passes through the center. Be sure to make sharp creases.



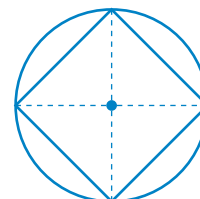
**Step 4** Fold the folded circle in half again so that the edges match.



**Step 5** Unfold your circle. The folds should pass through the center of the circle and form 4 right angles.



**Step 6** Using a straightedge, connect the endpoints of the folds at the edge of the circle to make a square. Cut out the square.

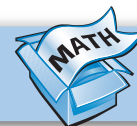


**LESSON**  
**1•6****An Inscribed Square** *continued*

Now use your compass to find out whether the 4 sides of your square are about the same length.

Place the anchor on one endpoint of a side and the pencil point on the other endpoint of the side. Then, *without changing the compass opening*, try to place the anchor and pencil point on the endpoints of each of the other sides.

If the sides of your square are about the same length, tape the square in the space below. If not, follow the directions on page 14 again. Tape your best square in the space below.

**LESSON**  
**1•6**
**Math Boxes**


1. Subtract mentally.

a.  $9 - 5 =$  \_\_\_\_\_

b.  $11 - 2 =$  \_\_\_\_\_

c. \_\_\_\_\_  $= 14 - 7$

d. \_\_\_\_\_  $= 12 - 4$

e.  $13 - 6 =$  \_\_\_\_\_

f. \_\_\_\_\_  $= 12 - 9$

2. Which of the shape(s) below are NOT polygons? \_\_\_\_\_



A



B



C



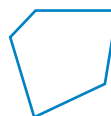
3. Draw a quadrangle with only 1 right angle.  
Draw in the right angle symbol.

How do you know it is a right angle?

\_\_\_\_\_



4. Circle the convex polygon(s).



5. Draw and label ray  $HA$ .  
Draw point  $T$  on it.

What is another name for  $\overrightarrow{HA}$ ? \_\_\_\_\_



6. In the numeral 42,318, the 2 stands for 2,000.

a. The 1 stands for \_\_\_\_\_.

b. The 8 stands for \_\_\_\_\_.

c. The 4 stands for \_\_\_\_\_.

d. The 3 stands for \_\_\_\_\_.

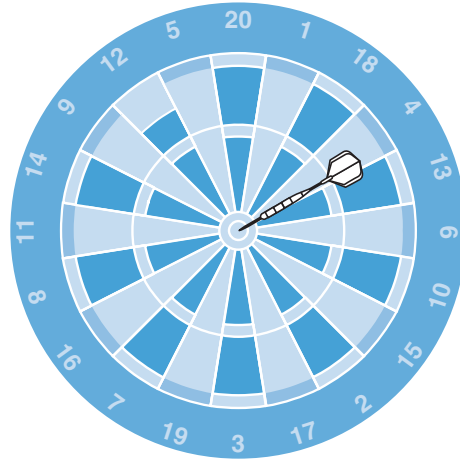




**LESSON**  
**1•7****Circle Constructions**

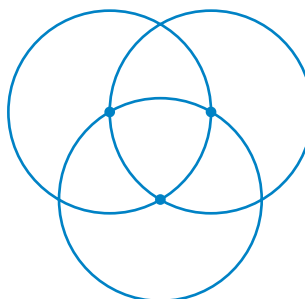
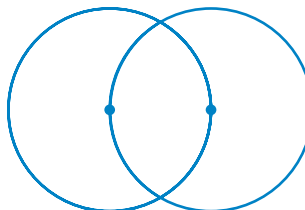
Do each of the following 3 constructions on a separate sheet of paper. Try and try again until you are satisfied with your work. Then cut out your 3 best constructions and tape them in your journal.

1. Use your compass to draw a picture of a circular dartboard. It is not necessary to include the details of the board. Tape your best work in the space below. The circles in the dartboard and in your picture are called **concentric circles**.



LESSON  
1.7Circle Constructions *continued*

2. a. Make a dot near the center of your paper. Use your compass to draw a circle with that dot as its center.
- b. *Without changing the opening of your compass, draw a **congruent** circle that **intersects** the center of the first circle. Mark the center of the second circle.*
- c. *Without changing the opening of your compass, draw a third congruent circle that intersects the center of each of the first 2 circles.*

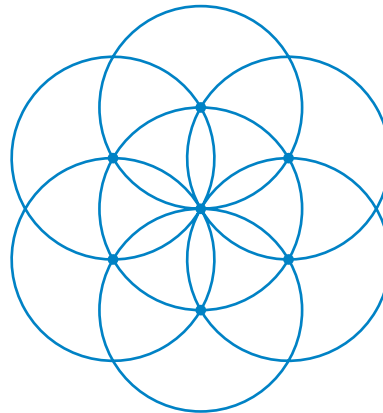


Try and try again until you are satisfied with your work. Then cut out your circle design and tape it in the space below.

**LESSON**  
**1•7****Circle Constructions** *continued***Try This**

3. Draw this design with your compass. Work on separate sheets of paper until you are satisfied with your work. Color your best design. Then cut it out and tape it in the space below.

*Hint:* Start by making the 3-circle design on page 18. Then add more circles to it.



**LESSON**  
**1.7**
**Math Boxes**


1. Subtract mentally.

a.  $9 - 7 =$  \_\_\_\_\_

b.  $10 - 6 =$  \_\_\_\_\_

c. \_\_\_\_\_  $= 16 - 8$

d. \_\_\_\_\_  $= 17 - 7$

e.  $13 - 7 =$  \_\_\_\_\_

f. \_\_\_\_\_  $= 15 - 9$

2. Draw  $\angle TIF$ . What is the vertex of  $\angle TIF$ ?

Point \_\_\_\_\_

$F \bullet$

$\bullet T$

$I \bullet$



3. Draw and label line segment  $GP$ .

What is another name for  $\overline{GP}$ ?

\_\_\_\_\_



4. Name as many rays as you can in the figure below.



Write their names.

\_\_\_\_\_

\_\_\_\_\_



5. Draw a quadrangle with 1 pair of parallel sides.

What kind of quadrangle is this?

\_\_\_\_\_



6. Put these numbers in order from least to greatest.

32,000

3,200

23,000

2,300

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**LESSON**  
**1.8****Copying a Line Segment**

Steps 1–4 below show you how to copy a line segment.

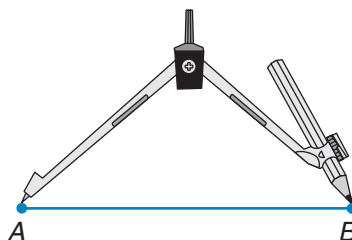
**Step 1** You are given line segment  $AB$  to copy.



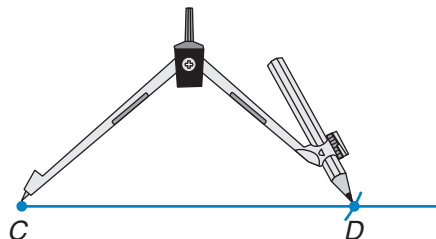
**Step 2** Draw a line segment that is longer than line segment  $AB$ . Label one of its endpoints  $C$ .



**Step 3** Open your compass so that the anchor is on one endpoint of line segment  $AB$  and the pencil point is on the other endpoint.



**Step 4** Without changing the compass opening, place the anchor on point  $C$  on your second line segment. Make a mark that crosses this line segment. Label the point where the mark crosses the line segment with the letter  $D$ .



Line segment  $CD$  should be about the same length as line segment  $AB$ . Line segments  $CD$  and  $AB$  are **congruent**.

Use a compass and straightedge to copy the line segments shown below. For each problem, begin by drawing a line segment that is longer than the one given.



**LESSON**  
**1•8**

# Hexagons in Our World



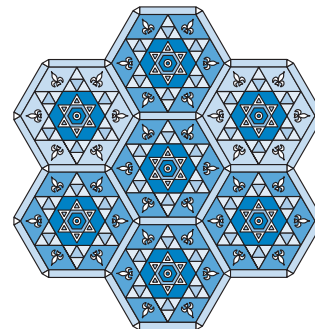
Hexagons are seen in the natural world and in things that people make and use. For example, bees make honeycombs with hexagonal shapes, and snowflakes suggest the shape of a hexagon.



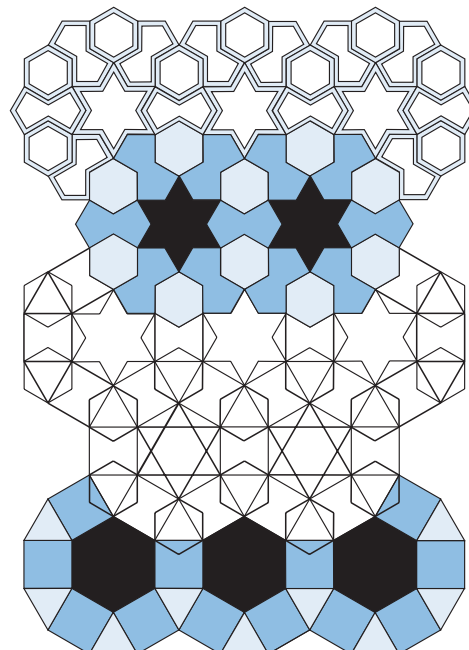
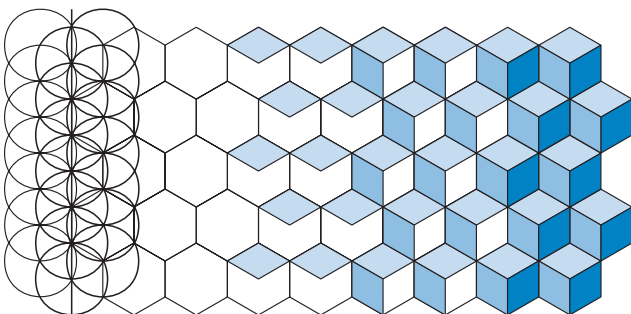
Soccer balls are made up of regular hexagons and regular pentagons.



For many centuries, wonderful tile designs have been created all over the world, especially in Islamic art. As these pictures show, tile designs can be developed in many ways from a pattern that uses hexagons.



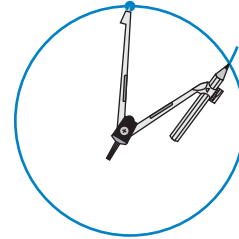
Many quilt and fabric designs come from dividing regular hexagons into triangles or rhombuses. You may have made designs like these with pattern blocks. Coloring a design often makes the design more interesting.



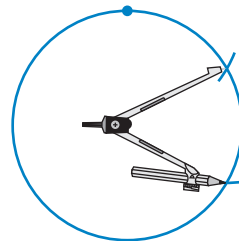
**LESSON**  
**1•8****Constructing an Inscribed, Regular Hexagon**

Follow each step below. Draw on a separate sheet of paper. Repeat these steps several times. Cut out your best work, and tape it onto the bottom of this page.

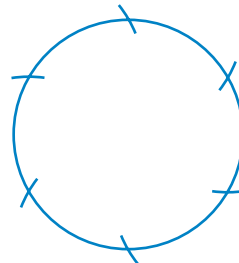
**Step 1** Draw a circle. (Keep the same compass opening for Steps 2 and 3.) Draw a dot on the circle. Place the anchor of your compass on the dot and make a mark on the circle.



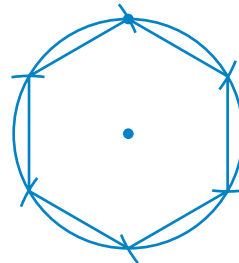
**Step 2** Place the anchor of your compass on the mark you just made and make another mark on the circle.



**Step 3** Do this four more times to divide the circle into 6 equal parts. The 6th mark should be on the dot you started with or very close to it.



**Step 4** With your straightedge, connect the 6 marks on the circle to form a regular hexagon. Use your compass to check that the sides of the hexagon are all about the same length.



The hexagon is **inscribed** in the circle because each vertex of the hexagon is on the circle.

**LESSON**  
**1•8****More Constructions**

Construct a regular hexagon on a separate sheet of paper. Then divide the hexagon into 6 equilateral triangles. Use your compass to check that the sides of the 6 equilateral triangles are all about the same length.

Try this several times until you are satisfied with your work. Then cut out your best work and tape it in the space below.



**LESSON**  
**1•8****Definition Match**

Match each description of a geometric figure in Column I with its name in Column II. Some of the items in Column II do not have a match.

**I****II**

**a.** a polygon with 4 right angles and 4 sides of the same length

\_\_\_\_\_ octagon

**b.** a polygon with 4 sides, none of which are the same length

\_\_\_\_\_ rhombus

**c.** a quadrilateral with exactly 1 pair of opposite sides that is parallel

\_\_\_\_\_ right angle

**d.** lines that never intersect

\_\_\_\_\_ trapezoid

**e.** a parallelogram with all sides the same length, but not a rectangle

\_\_\_\_\_ hexagon

**f.** a polygon with 8 sides

\_\_\_\_\_ square

**g.** a polygon with 5 sides

\_\_\_\_\_ equilateral triangle

**h.** an angle that measures  $90^\circ$

\_\_\_\_\_ perpendicular lines

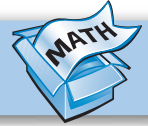
**i.** a triangle with all sides the same length

\_\_\_\_\_ parallel lines

\_\_\_\_\_ pentagon

\_\_\_\_\_ isosceles triangle

\_\_\_\_\_ quadrangle

**LESSON**  
**1•8**
**Math Boxes**


**1.** Subtract mentally.

**a.**  $14 - 9 =$  \_\_\_\_\_

**b.**  $13 - 8 =$  \_\_\_\_\_

**c.** \_\_\_\_\_  $= 18 - 9$

**d.**  $17 - 8 =$  \_\_\_\_\_

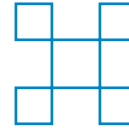
**e.** \_\_\_\_\_  $= 11 - 7$

**f.** \_\_\_\_\_  $= 15 - 6$

**2.** Which of the shape(s) below are polygons? \_\_\_\_\_



A



B



C



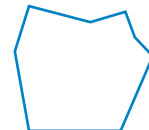
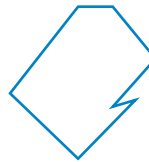
**3.** Draw a quadrangle that has 2 pairs of parallel sides and no right angles.

What kind of quadrangle is this?

\_\_\_\_\_



**4.** Circle the concave (nonconvex) polygon(s).



**5.** Draw and label ray  $CA$ .  
Draw point  $R$  on it.

What is another name for ray  $CA$ ?

\_\_\_\_\_



**6.** In the numeral 30,516, what does the 3 stand for? Circle the best answer.

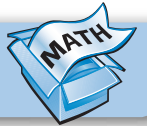
**A.** 3,000

**B.** 30

**C.** 30,000

**D.** 300,000



**LESSON**  
**1•9****Math Boxes****1. Add.**

**a.** 
$$\begin{array}{r} 64 \\ + 32 \\ \hline \end{array}$$

**b.** 
$$\begin{array}{r} 48 \\ + 96 \\ \hline \end{array}$$

**2. Subtract.**

**a.** 
$$\begin{array}{r} 78 \\ - 42 \\ \hline \end{array}$$

**b.** 
$$\begin{array}{r} 81 \\ - 36 \\ \hline \end{array}$$

**3. Put these numbers in order from least to greatest.**

46,000      40,600

4,600      4,006

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. In the numeral 78,965,****a.** the 8 stands for \_\_\_\_\_.**b.** the 6 stands for \_\_\_\_\_.**c.** the 7 stands for \_\_\_\_\_.**d.** the 9 stands for \_\_\_\_\_.**5. Use the following list of numbers to answer the questions:**

12, 3, 15, 6, 12, 14, 6, 5, 9, 12

**a.** Which number is the least? \_\_\_\_\_**b.** Which number is the greatest? \_\_\_\_\_**c.** What is the difference between the least and greatest numbers? \_\_\_\_\_**d.** Which number appears most often? \_\_\_\_\_